

UNIVERSITI TEKNOLOGI MARA

**THE RELATIONSHIP BETWEEN
HEADMSTERS' LEADERSHIP
STYLE AND EMPOWERMENT**

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Dissertation submitted in partial fulfillment
of the requirements for the degree of
Master of Education
(Educational Management and Leadership)


Faculty of Education

June 2014

AUTHOR'S DECLARATION

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The purpose of this study was to identify the relationship between Headmasters' leadership style and empowerment. Six primary schools from four types of school namely Daily-Primary school, Residential Primary School, 'Sekolah Kurang Murid' SKM (under enrolment school) and Mission School. Data were collected using questionnaire and interview techniques. The questionnaire was distributed to all the teachers in all six selected schools using cluster sampling. A number of 120 questionnaires were distributed to teacher respondents and a number of 104 questionnaires were collected, which were complete and usable for the analysis. Data were analyzed using descriptive and inferential statistics. The findings showed that Transformational leadership style was the most practiced leadership style followed by Transactional leadership style and lastly *Laissez-faire* leadership style. Other than that, the findings also revealed that level of empowerment in all dimensions was moderate. In addition, findings indicated that there was a significant relationship between Transformational leadership style and Transactional leadership style with decision making, professional growth, status, self-efficacy and impact. However there was no significant relationship between Transformational leadership style and Transactional leadership style with autonomy. Other than that, *Laissez-faire* leadership style does not show any significant relationship with any of the empowerment dimensions. The study also showed no significance difference in all the demographic factors namely gender, age group, highest academic qualification or experience in teaching. The findings have implications for the role of teachers to enhance empowerment of all dimensions in school. Based on the findings, this study also provides several recommendations for the improvement of practice and future research in the area of study.

ABSTRAK

Tujuan kajian ini dijalankan ialah untuk mengenalpasti kaitan antara gaya kepimpinan guru besar dan pengupayaan. Enam sekolah rendah daripada empat jenis sekolah iaitu Sekolah Harian, Sekolah Berasrama, Sekolah Kurang Murid, Sekolah Misi. Data kajian diperolehi dengan menggunakan teknik soal selidik dan temubual. Soal selidik telah ditadbir kepada semua guru di enam sekolah yang telah dipilih secara pensampelan kelompok. Sejumlah 120 soal selidik telah diedarkan kepada responden guru dan sejumlah 104 soal selidik dikembalikan dan lengkap sepenuhnya serta boleh digunapakai untuk analisis. Data telah dianalisa dengan menggunakan kedua-dua statistik deskripsi dan inferensi. Dapatan kajian menunjukkan gaya kepimpinan Transformasi adalah yang paling banyak diamalkan diikuti oleh gaya kepimpinan Transaksi dan terakhir sekali gaya kepimpinan *Laissez-faire*. Selain daripada itu, dapatan kajian juga menyatakan kadar pengupayaan bagi semua dimensi adalah pada kadar sederhana. Dapatan kajian juga menunjukkan terdapat korelasi yang signifikan antara gaya kepimpinan Transformasi dan Transaksi dengan membuat keputusan, pertumbuhan profesional, status, keberkesanan diri dan impak. Tetapi tiada korelasi signifikan antara gaya kepimpinan Transformasi dan gaya kepimpinan Transaksi dengan autonomi. Selain daripada itu, gaya kepimpinan *Laissez-faire* tidak menunjukkan sebarang korelasi signifikan dengan semua dimensi dalam pengupayaan. Dapatan kajian juga menunjukkan tidak ada perbezaan yang signifikan pada semua faktor demografi samada jantina, kumpulan umur, kelayakan akademik tertinggi atau pengalaman mengajar. Dapatan kajian mempunyai implikasi terhadap peranan guru besar terhadap meningkatkan lagi pengupayaan dari semua dimensi kepada guru-guru. Berdasarkan dapatan kajian juga, beberapa cadangan telah dikemukakan untuk penambahbaikan terhadap amalan dan kajian pada masa akan datang dalam bidang yang dikaji..

ACKNOWLEDGEMENTS

First and foremost, praise to the Almighty God for blessing me and giving me the patience and strength to complete my research. It is because of whom you are that I give you glory and praise. I am forever grateful to you and would not have made it without you. You are an awesome God.

I would like to express my sincere appreciation and deepest gratitude to my supervisor, Prof. Dr. Chan Yuen Fook for his advice, encouragement, guidance and supervision throughout this study.

Special thanks to my one and only coursemate Mr. Wilson Seling Jalong, for his help and valuable friendship.

To my colleagues and friends, staff and teachers of SK Apar for being very helpful in giving useful opinions.

Last but not least, I would also like to extend my outmost gratitude to my beloved family; my parents, Mr. and Mrs. Rosidih, my brothers, Raymond, Rayweal and sister Tonia for giving me their endless support, encouragement, advice and prayers.